



Philosophy Statement

National Quality Area 7 Education and Care Services National Regulations R 168

Philosophy Statement

At Brentwood Drive Kindergarten we are committed to providing a welcoming, safe and educational play environment where children's and families cultures are respected and valued through developing positive relationships.

We believe all children learn best in a supportive, inclusive, play based, child initiated and social environment in partnership with their families.

Our **Site Values** document, highlights strategies under the following headings:

Cultural competence

Responsiveness to Children

Holistic Approaches

Continuity of Teaching and Learning

Learning Environments

Learning Through Play

Intentional Teaching

Assessment for Learning

Holistic Approaches

The uniqueness of each child is recognised and valued when planning, assessing and reporting.

Trust and mutual respect underpins all interactions and creates a safe place for learning.

*“To be and become
lifelong learners,
developing skills to
flourish in different
intellectual, social and
physical
environments”*

Cultural Competence

Every family is unique and is valued as the children’s first teachers.

We collaborate together with respect to each family’s culture to build social connections within natural and built environments.

We recognise our children as citizens and contributors to our society.

Learning Environments

Our natural and built environments promote trust, safety and belonging for children, families and educators.

It invites our community to learn through exploring, engaging, building connections and taking risks.

Our learning environment reflects the ideas and ingenuity of our children and the culture of our community.

Our Values

Intentional teaching

Through play in a nature rich environment we intentionally engage children in inquiry to solve problems investigate and critically reflect on their own and other’s learning.

We intentionally equip and access the learning environment to ignite children’s interest and wonder in literacy and numeracy learning through nature and natural resources.

Responsiveness to children

We value children as capable and competent citizens of our kindy and community.

We respond to their learning by listening to, supporting and respecting each child unique interests and choices.

We give children time in a safe, secure environment where they feel they belong



Continuity of Teaching and Learning

Our learning environments are aesthetic, sustainable, and renewable and reflect natural seasonal changes.

In our safe and trusting learning spaces children are supported to be both individual and group learners.

We value individual and collaborative learning through play; participation, creativity, uncertainty, curiosity research and reflection.

As lifelong learners we all learn within and from our physical and social environments. We can inquire deeply into life and learn with and from each other.

Assessment for Learning

We observe, gather and record each child’s play, discoveries, questions and sharing of knowledge with educators, peers, their family and our community.

Reflection on and documentation of each child’s learning acknowledges their individual ways of expression and dispositions for learning.

Planning is based on our knowledge of each child and aims to enable all children to reach their potential and stretch their capabilities.

Learning through Play

Our play curriculum allows children to learn together, self-challenge, explore the natural and made environment, problem solve, take risks and use their imaginations.

As educators we value play as a learning tool to help children develop dispositions for learning; curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.

Indoor, outdoor and bush learning spaces are where children develop knowledge, skills and attitudes to understand the connections between themselves and the world.